

7/24/5

GOVERNMENT OF PALESTINE.

ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

FOR THE YEAR

1924.

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Appendix A. Conditions Governing Grants-in-aid
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Appendix B. Statistical Tables.

1. HEADQUARTERS STAFF AND DISTRICT INSPECTORATE.

There has been no change in the personnel or position of the Headquarters staff or in the Inspectorate. Owing to the reorganisation of the administrative districts, the Inspector at Acre, formerly styled District Inspector of Education, Northern, is now known as District Inspector of Education, Galilee.

2. BUDGET.

The estimates of the Department for the financial year 1924-25 amount to £E.103,080, as compared with £E.104,296 for the previous year. In the original demands put forward by the Department, a considerably larger sum had been estimated, but, owing to the financial situation, the amount was again seriously curtailed, and economies have been made in various directions. The main result of this reduction has been the postponement, for the second year in succession, of the plan, previously in force, of opening new village schools. Other activities have also been affected, notably the scheme for sending more Government scholars to Beirut University, but existing institutions have not been in any case actually reduced.

3. TRAINING OF TEACHERS.

The two training colleges in Jerusalem remain the most important educational institutions of the Government.

Men's Training
College and
Central Second-
ary Boarding
Schools.

Out of twenty one students in the graduating class of the Men's Training College, twelve were awarded their diplomas, while nine failed to reach the standard required. Of the latter, one was subsequently admitted to a pass on re-examination in practical teaching, and one has left for France to follow an agricultural course at Montpellier at his own expense. All, with the exception of this last, have been appointed to teaching posts under the Department, the unsuccessful candidates being on a lower grade of the cadre. The number of students in the Men's College under contract to become teachers is now fifty-seven. This shows a decrease of twenty-three on the total number of last year, owing to the fact that certain changes have been introduced into the College with a view to providing a full secondary education

for boys residing outside Jerusalem. Some of the vacancies have therefore been filled by fee-paying students who, on account of their youth, are not placed under contract to become teachers. It is however expected that some of these will ultimately elect for the teaching profession. Owing to the difficulty, partly financial, partly due to lack of qualified staff, of providing a full secondary course in provincial town schools for pupils desirous of completing their studies, it was found essential to make this innovation. The curriculum of the College has at the same time been brought into relation with the new secondary syllabus. A combined scholarship and entrance examination to the College was held in July: as a result, a full remission of fees was granted to seven boys on condition that they contracted to become teachers, and to one younger boy without condition; seven boys were awarded a half-remission of fees without condition, while eleven fee-paying boarders and fourteen day boys were also admitted. Of these forty new boys, twenty-nine are Moslems and eleven are Christians. The College now consists of a third-year and a second-year class, each in two divisions, and of a few boarders in the first class who attend for the purposes of study at the neighbouring Rashidiya School. The technical training of future teachers admitted after September 1923 is now deferred until after the completion of the four-year secondary course. Thus not only will the general education of future teachers be more thorough, but they will be better fitted to profit by their specialized training, which will be given in an intensified form at the end of their secondary course. The staff of the College has been strengthened by the appointment of two graduates of the American University of Beirut, in substitution for others less qualified.

Women's
Training
College.

No students graduated this year from the Women's Training College, as the girls in the top class are not due to complete their four years' course till 1925. Twenty-five students who left the College in 1923, and have since passed a probationary year as teachers, returned in June for a special course of two weeks, when twenty-three received diplomas. Two Moslem students from the College have been sent to complete their studies at the Bulaq Elementary Training College for Women in Cairo. Four vacancies in the College have been filled by fee-paying

students not under contract. An addition to the staff has been made by the appointment of an Egyptian Moslem lady teacher of good qualifications and considerable experience.

The following table gives the number of students, on contract to become teachers, in each training college for the last four years:-

	<u>1921 - 22</u>		<u>1922 - 23</u>		<u>1923 - 24</u>		<u>1924 - 25</u>	
	<u>M.T.C.</u>	<u>W.T.C.</u>	<u>M.T.C.</u>	<u>W.T.C.</u>	<u>M.T.C.</u>	<u>W.T.C.</u>	<u>M.T.C.</u>	<u>W.T.C.</u>
Moslems	53	17	58	15	56	27	36	25
Christians	14	29	17	27	23	27	20	27
Others	--	--	--	3	1	2	1	2
	<u>67</u>	<u>46</u>	<u>75</u>	<u>45</u>	<u>80</u>	<u>56</u>	<u>57</u>	<u>54 (x)</u>

(x) Of whom 4 are at Bulaq Training College, Cairo.

Students under contract in both Colleges are boarded and educated free.

4. ELEMENTARY EDUCATION.

Village Schools

The aim of the Civil Administration has been since its inauguration in 1920 to provide facilities for the elementary education of all children between the ages of 7 and 14. With this end in view, approximately 75 schools were opened each year up to and including 1922-23, for the most part in villages where no schools previously existed. The inhabitants provide the building, which must be approved by the Departments of Education and Public Health, and the necessary equipment, while the teaching staff, consisting generally of one, sometimes of two or more teachers, are appointed and paid by the Administration, and books and school materials are provided free. In a few cases the salary of an additional teacher is paid by the village. A small number of such elementary schools have also been opened in towns on the same basis as in villages.

Owing to the financial stringency it was unfortunately impossible to continue this scheme in 1923-24 or in 1924-25, and but few additional schools have been opened during the last two years, though the demand for elementary education remains as great as ever.

Transfers
in 1924.

On account of continued bad attendance, or of failure to provide suitable accommodation, a small number of village schools have during 1924 been transferred to more deserving villages where the accommodation was adequate and the prospects of attendance better. The following is a list of schools thus closed and opened in 1924:-

<u>Village Schools closed.</u>		<u>Village Schools opened.</u>	
<u>Village.</u>	<u>Sub- District.</u>	<u>Village.</u>	<u>Sub- District.</u>
Ras Karkar	Ramallah	Kufr Malek	Ramallah
Shaikh Muannes	Jaffa	Abu Keshk Tribe	Jaffa
Jatt	Tulkarem	Masa'id Tribe	Nablus
I'bellin (Girls)	Haifa	Ramallah (Girls)	Ramallah
Qannir	Zammarin	'Azzun	Tulkarem
Jabata	Nazareth		

The Majdal Girls' School which was closed last year owing to the unsuitability of the building has been reopened.

New
buildings.

New buildings have been erected or additions to existing schools carried out by the inhabitants, without any cost to Government, in twenty-one villages where the school accommodation was unsatisfactory, as shown in the following table:-

<u>New village school buildings erected or purchased in 1924.</u>		<u>Additions to existing village school build- ings made in 1924.</u>	
<u>Village.</u>	<u>Sub-District.</u>	<u>Village</u>	<u>Sub-District.</u>
Abu-Dis	Jerusalem	Dair Ghassaneh	Ramallah
Selwad	Ramallah	Dair al-Hatab	Nablus
Safriyeh	Jaffa	Bait Furiq	Nablus
Haram	Jaffa	'Anabta	Tulkarem
Majdal Yaba	Jaffa	Jaiyus	Tulkarem
Bait Nuba	Ramleh		
Ma'in Tribe	Beersheba	(5)	
Zerai'i Tribe	Beersheba		
Falujeh	Majdal		
Burqa	Nablus		
Tammun	Nablus		
Tubas	Nablus		
Murassas	Baisan		
Sufsaf	Safad		
Raineh	Nazareth		
Ma'zar	Tiberias		

In about twenty other villages new buildings are in course of construction.

Syllabus.

Before the war, education in such village schools as existed was confined almost entirely to repetition of the Quran. The present syllabus, while including instruction in the faith of the pupils, is on a wider basis, and embraces reading, writing, and arithmetic as well as the elements of history, geography, and hygiene.

Numbers.

Of the total number of such schools now existing, whether in villages or towns, viz. 266, 256 are for boys, while 10 are for girls. The demand for female education, though not so insistent as that for education for boys, is increasing, and more girls' schools would have been opened during the last two years had the financial situation allowed.

Teachers.

The majority of teachers in village schools are untrained, but on the whole they have proved adequate for present needs. As time goes on, it is hoped to replace gradually at any rate a proportion of them by certificated teachers, but the output from the training colleges is, and is long likely to remain, far smaller than the demand.

Town Schools.

With the exception of those opened in towns on the village school basis, the elementary town schools are located for the most part in the same place, and often in the same buildings, as under the Turkish Administration.

Their number has been slightly increased since 1920, the total number being now 46 (excluding the training colleges), of which 27 are for boys and 19 for girls. The number is however still far from being sufficient to meet the needs of the population, and there are many children of both sexes in all the larger towns of the country who are unable to obtain admission to school whether their parents wish it or not. Many of the poorer classes do not attend school, either because they work with their parents in shop or field, or because they are of the "street arab" class, who prefer idling, or picking up a piastre or two in running errands or doing odd jobs. Compulsory education is the only means to cater for this class, but compulsory education can only be undertaken when the finances of the country can support it. This is at present far from being the case.

It should perhaps be mentioned in this connection that Palestine is to an unusual degree furnished with private schools. The Jewish community in particular shows an excellent example in this respect, and it is believed that there are very few Jewish children, whether in the towns or in the Jewish colonies, who are not provided with facilities for at least elementary education. Missionary bodies also, American, British, and French, carry on an extensive system of education in all parts of Palestine. Schools both elementary and secondary are also organised by the various foreign communities for their own nationals of both sexes. This question is more fully dealt with in Paragraph 9, "Non-Government Schools".

Elementary
Education
free.

Under existing arrangements, education in Government elementary schools is free, with the single exception of the Mamuniya Girls' School in Jerusalem, in which a fee of P.T.150 per annum is charged, except for 25% of the poorer scholars, who are exempted by examination. Books and materials are however paid for by all pupils who can afford to do so in town schools, as was the case under the Turks, those in village schools alone being exempted. The question of imposing fees in town schools has been under discussion. It is readily admitted that to impose a small fee on all but, say, 10% of the pupils would materially assist the financial situation, and might moreover tend to improve the attendance. On the other hand, it is urged that such a measure would be resented by the parents, who already contribute in direct taxation towards the cost of State education. An alternative measure of imposing an additional local rate under the existing Turkish law has been adopted in Nablus and in Jaffa. The question of extending a similar rate to other towns is under consideration. While it is comparatively easy to give effect to this measure in a town like Nablus, where all but a fraction of the population is of one denomination, and that denomination Moslem, difficulties would no doubt be encountered in other towns, as for instance Jerusalem, where the majority of children of school-going age attend their own national or other non-Government schools.

5. SECONDARY EDUCATION.

No further secondary classes in Government schools have been opened, but facilities for continued education have been provided in a central boarding school in Jerusalem (see paragraph 3). The following schools now include the two lowest secondary classes, constituting the first cycle of secondary education:-

Acre/

Acre, Nazareth, Nablus, and Jaffa;

while the following have the lowest secondary class only:-

Rashidiya (Jerusalem), Tulkarem, Gaza, and Hebron.

Jerusalem boys qualified for higher classes attend the Central Secondary Boarding Schools as day scholars. The total number of boys receiving secondary education in Government schools is now 236. The chief obstacle to progress in the secondary schools still lies in the inadequacy of the staff, which consists largely of teachers possessing only elementary qualifications. This matter continues to receive the attention of the Department, but little can be done until more teachers are available with a university degree, which should be regarded as a sine qua non for all candidates aspiring to teach in secondary schools.

The laboratory equipment and the books in use in the secondary sections have been much improved.

Fees are charged in all secondary sections on the following basis:-

1st year class	P.T.150 per annum,
2nd year class	P.T.200 per annum,
3rd year class	P.T.250 per annum,
4th year class	P.T.300 per annum.

Boarders at the Central Secondary Boarding School pay £E.18 (half-scholars £E.9), while day students pay £E.3 per annum. A subscription towards games and library is also paid by all pupils in this institution. Four girls not under contract admitted exceptionally to the Women's Training College pay an inclusive fee of £E.21 per annum.

6. REVISION OF SYLLABUSES IN ELEMENTARY AND SECONDARY SCHOOLS.

Elementary.

A revised elementary syllabus was put into operation at the beginning of the school year 1924-25. The nomenclature of the six previously existing elementary classes remains unchanged, but the new scheme provides for one or more preparatory years in an infant section. When qualified teachers become available it is intended that these infant sections shall be organised as mixed schools with a definitely "kindergarten" programme. The lengthening of the elementary course which has in effect taken

place has permitted a thorough rearrangement and stiffening of the syllabus in each of the more important subjects. Elementary science has been introduced in the 5th and 6th years. The "concentric system" has been partly adopted in certain individual subjects arranged in two three-year cycles, of which the first includes one preparatory year. This leaves the sixth class outside both cycles. Its syllabus is designed both to round off the elementary and to prepare for the secondary course. The system of cycles does not cut through the syllabus of all subjects, and the only marked break occurs at the commencement of the 3rd year class, where the study of English is begun coincidentally with the second cycle referred to above.

Secondary.

A definitive scheme of secondary studies was drawn up in 1923 by a committee appointed for the purpose, and a detailed syllabus of the first two years was produced. It is intended that the full period covered by the course shall be five years between the ages of 13-14 and 18-19. The first two years are assigned to general secondary education. In the following two years a limited degree of specialization in either literary or scientific and mathematical subjects will ultimately be allowed. After four years, qualified students may enter universities or other places of higher education. For students who do not propose to follow a full university or other course, it is intended to provide a fifth year of more highly specialized studies preparatory to various professions. Intending teachers will devote this year mainly to technical training in pedagogy. The proposed differentiation into literary and scientific sides is not yet justified by the standard of the pupils, and a third year syllabus of general application has been arranged provisionally.

The combined elementary and secondary syllabus now presents a well-knit and continuous whole, and admits, without serious modification, of expansion along divergent lines of technical and agricultural education. The present quality of the available staff however does not yet permit the universal and full application of either syllabus. In many schools, both must be regarded for several years only as an ideal at which to aim.

In Government schools, where all or nearly all the pupils use Arabic as their mother-tongue, the language of instruction is Arabic throughout. In higher elementary and secondary schools and in the training colleges, English is taught as a foreign language through its own medium.

7. PSYCHOLOGICAL TESTS OF EDUCABLE CAPACITY.

Group "Intelligence Tests" suited to Palestinian Boys between the ages of 11 and 16 have been applied for the first time this year in six of the principal boys schools. The results at present available do not afford material upon which to base very detailed conclusions. There appears however reason to believe that success in tests of the type selected depends, more than is usually believed, upon the general social environment of the child, particularly in its earliest years. It seems that, age for age, the mental development of the Palestinian child is somewhat behind that of the average English child. Though the discrepancy diminishes in the secondary years and, no doubt, ultimately disappears, its effect upon the actual attainment of pupils must inevitably be prejudicial. The remedy seems to be the improvement of the social environment, more especially by means of female education.

8. HIGHER EDUCATION.

Government.

Beyond the project to improve the training of teachers (see paragraphs 3, "Training of Teachers", and 18, "Educational Missions"), the Administration has not yet embarked on any scheme of higher education of a specialized type. Medical and veterinary education are dealt with in the reports submitted by the Departments concerned.

Owing to the financial situation, it has not been possible, unfortunately, for the Department to expand in the direction of technical education. Indeed, the small grants-in-aid formerly given to the School of Ceramics in Jerusalem and the School of Agriculture at Tulkarem have been performed withdrawn. On the other hand, more attention is paid to technical instruction in certain secondary schools, notably at Jaffa and Hebron, where book-binding, carpentry, or broom-making are taught to all senior pupils. Repairs to school furniture also are carried out, and desks for village schools are made, by the boys. School gardens

are increasing, and encouragement is given to pupils in all schools to use the hand as well as the mind.

Non-Government.

The Hebrew University, part of which was recently opened on Mount Scopus, is referred to under paragraph 9, "Non-Government Schools".

Technical education for Jewish youth is receiving an impetus from the opening of the Technical Institute at Haifa, which for one year is to be under the direction of Mr. Arthur Blok, of the British Patents Office, who has had much practical experience in the organization of a similar institution in England.

The School of Weaving for girls, opened last year in Bethlehem under the auspices of the Catholic Women's League, is doing satisfactory work on a small scale.

The Agricultural School of the Alliance Israelite Universelle, situated at Mikveh Israel near Jaffa, continues to prosper. The course is of three years duration, and the annual output of certificated students is about 40. The great majority are young Jews from the Colonies; but there are a few Moslems also in residence.

The Agricultural School at Tulkarem has not yet shown signs of renewed vigour, but if, as is contemplated, the Kadoorie Agricultural School for Arabs is opened there, it will be absorbed by the latter institution.

9. NON-GOVERNMENT SCHOOLS.

Friendly relations continue to exist between the Department and the various unofficial organizations, missionary and otherwise, which support schools throughout the country. The educational work done by these bodies is of great value, and tends steadily to improve. The system, inaugurated in 1923, of issuing certificates testifying to the curriculum and standard of certain non-Government schools, has continued to give satisfaction.

Registration.

No specific legislation regarding education in general has as yet been promulgated by the present Administration, but in practice communities are given full rights to maintain schools for the education of their own nationals. All schools existing before the Occupation have been

registered/

registered, and schools opened since that date must be registered, before they are sanctioned. This is in accordance with Turkish law. Revised regulations have been issued this year, governing the opening and registration of new schools, whereby the Administration will be enabled to exercise greater control in regard to hygienic and educational standards. Registration is still to a certain extent a matter of form, at any rate as regards educational standards, though nominally a certain standard of elementary education is supposed to be reached, and it is only on schools in receipt of a grant-in-aid that educational requirements of any importance are imposed. Further, all schools must, in theory at any rate, comply with the regulations laid down by the Department of Public Health as regards sanitation, hygienic requirements, and so forth. It is however difficult at present to enforce too rigidly regulations governing either education or health, in view of the poor circumstances in which these schools are often found, although the existence of such regulations tends to maintain a standard of moderate efficiency in both respects.

Language of Instruction.

In Moslem schools the medium of instruction is Arabic, English being taught as a foreign language in those of higher elementary and secondary type.

In the great majority of modern Jewish schools, the language used is Hebrew, except in a few instances, such as the Evelina de Rothschild School for Girls, and those of the Alliance Israelite, where English and French respectively are adopted as the medium for most subjects in the upper classes. In many of the old-fashioned Orthodox schools, Yiddish is still maintained as the medium of instruction. English is taught in all, and French in a few, Jewish town schools of higher elementary or secondary type as an ordinary school subject. Arabic is also included in the syllabus of Jewish Training Colleges and secondary schools.

In those schools organised by foreign missionary bodies, or under national auspices, the language of instruction is generally that of the country to which the organizing body belongs. This may be English, French, Italian, Greek, or Armenian. Arabic and English are also taught to a greater or less extent in nearly all such institutions.

Moslem.

No new Moslem schools of importance have been opened during the past year. The Raudat al-Ma'aref in Jerusalem and the Najah School in Nablus both provide a course of secondary education, while the Islamic College in the Haram al-Sharif and a similar institution at Acre give instruction in theological as well as in elementary subjects. The only other Moslem schools of importance are those at Haifa (2) and Jaffa (5) all of elementary grade, controlled by local committees. It should be noted in this connection that, as under the Turkish regime, the majority of Moslem parents send their children to Government schools, and the need for many private schools for Moslems does not therefore arise.

Jewish.

The growth of the Jewish community due to immigration has brought about an appreciable increase of population in Jewish schools, which now contain nearly 3000 more pupils than in 1923. This increase has been met both by expansion of existing schools, particularly those of the Palestine Zionist Executive, the Alliance Israelite and the Workmen's Association, and by opening a few kindergartens and schools in towns and colonies. An orthodox Training College for Women has also been opened in Jerusalem. Vacation courses for teachers were held at Jerusalem and Tel-Aviv in August, when about 200 teachers in Hebrew elementary schools and kindergartens attended a four weeks' course, mainly in handwork and in methods of teaching. An exhibition of school-work arranged in Jerusalem in April by the Zionist Department of Education was visited by about 10,000 persons.

Part of the new building of the Hebrew University on Mount Scopus has been erected, and accommodation has been provided this year for two institutions, those of Biochemistry and of Jewish Studies, with a staff of professors at present numbering four. Institutes of General Chemistry and Microbiology are to be opened shortly.

A valuable addition to the University Library has been acquired in the library of the late Professor Goldziher of Budapest. This library, which comprises some 6,000 volumes, is a collection of standard Islamic and Arab works, and should prove of value to Palestinian scholars both Jewish and Arab.

The Technical Institute of Haifa has opened an evening school for workmen in building, metalwork, and woodwork. The opening of the day school for ordinary students is expected shortly.

A movement is on foot to transfer to Palestine some of the famous "Yeshivas" (rabbinical schools) of Eastern Europe. Two of them have already been established in Hebron and Petah Tikvah.

Christian.

Apart from the educational activities of the Orthodox Patriarchate, several schools have been established independently by the Orthodox lay community, the most important of which are in Haifa and Jaffa. The community has recently opened a new boys school in Jerusalem, and a section for girls has been added in Jaffa.

The British High School for Girls, now termed the Jerusalem Girls' College, has moved into new buildings for which local contributions have been raised. The debt on the cost of the land has still to be paid.

10. GRANTS-IN-AID TO NON-GOVERNMENT SCHOOLS.

The system of distributing grants-in-aid to non-government schools has been continued. Owing to the financial situation, the grant is at present confined to schools offering an elementary or secondary education. Those schools which provide religious instruction only, or which do not attain a standard of elementary education approximating to that laid down for Government elementary schools, are ineligible for a grant. Those offering instruction of a purely technical nature are also excluded, not because the importance of such schools is not recognised, but because the funds at the disposal of Government for this purpose are insufficient to cover all demands. A slightly smaller sum than last year, viz. £E.5000 as against £E.5200 in 1923, has been provided for grants, the distribution being made among the Moslem, Jewish, and Christian communities for all their eligible schools on a "per capita" basis of about PT.20 per pupil on the same conditions as before. (For conditions governing grants-in-aid see Appendix A.) Small and inadequate as these grants are, they continue to be appreciated, nor is the value merely commensurate with the sum allotted. Not only does the system of inspection, which the grants

entail,/

entail, tend to increase the general efficiency of aided schools, but a spirit of friendliness and co-operation is fostered, which cannot fail to be of advantage to the cause of education as a whole. The grants this year have been allotted according to communities as follows:-

Moslem Schools	£E.	410
Jewish schools	£E.	3065
Christian schools	£E.	1485
Reserve	£E.	40
Total		<u>£E. 5000</u>

The total number of schools in receipt of a grant in 1924-25 amounts to 249, with a school population of 24327, as compared with 244 schools with a population of 20840 in 1923-24.

11. COUNCIL OF HIGHER STUDIES.

In spite of the delay in the granting of official recognition to the Council of Higher Studies, this body has continued its activities during the year under reviews. The Palestine Matriculation Examination was held, under its auspices, for the first time in July. This examination, controlled by a small committee on which the Department is fully represented, and conducted in the three official languages, is so devised as to meet the needs of all secondary schools in the country. The aim of its promoters is that it shall be regarded as a common secondary-school leaving examination, somewhat on the lines of the School Certificate Examination of the Oxford and Cambridge Joint Board. Great latitude in the choice of subjects enables candidates to enter it from secondary schools of varying type but of similar standard. Twenty-five candidates presented themselves on this, the first, occasion, and nine were held to have satisfied the examiners. Twenty-four candidates elected to be examined through the medium of English, while one chose Hebrew as his medium. The examination has been officially recognised by the American University of Beirut, and successful candidates are admitted on certain conditions direct to the Sophomore year of the University.

12. TEACHERS' EXAMINATIONS.

Lower and Higher Certificate Examinations for Teachers were again held during the summer.

These/

These examinations are primarily intended for teachers in Government schools, but other candidates are allowed to enter. Twenty-eight candidates presented themselves for the full Higher Examination, and three for the Special Examination in Arabic and Moslem Religion. Of the former three, of the latter none, satisfied the examiners. For the full Lower Certificate Examination there were one hundred and eighteen candidates, while six sat for the Special Examination in Arabic and Moslem Religion. Twelve passed the Full examination; in the Special Examination no candidate reached the standard required.

The results of the general examination again appear disappointing, but the same explanation holds good as last year, namely that the standard has been gradually raised to a higher level, and all or nearly all the better qualified teachers have already passed either one or the other examination. The Special Examination in Arabic and Moslem Religion was introduced for the first time this year. It is intended for specialists in those subjects only, who normally are unable to take a general examination, and the standard is correspondingly high.

13. CIVIL SERVICE EXAMINATION.

The Civil Service Examination was not held in 1924. The need for this examination, which was never more than an elementary test in general education for clerks in the lower grades or for aspirants to those grades, has ceased to exist, and, with the gradual stabilization of the Junior Service and better organized school examinations, it is unlikely to be revived, at any rate in its original form.

14. LANGUAGE EXAMINATIONS.

Examinations for Government officers in elementary Arabic and Hebrew were held in March; eight out of fourteen candidates passed in Arabic, while three out of four passed in Hebrew. An examination in advanced Arabic was also held for which three candidates sat, all British officials in the District Administration, two of whom passed. There were no applications for the examination in advanced Hebrew, which consequently was not held.

At/

For Officers
of the Admi-
nistration.

For British
Gendarmerie.

At the request of the Officer Commanding the British Gendarmerie, an elementary examination in Arabic was conducted in October for N.C.O.'s and men of the British Gendarmerie. The examination, which was of a simple nature, was held in three centres. Of twenty-nine candidates examined, fourteen passed. There were no candidates for the examination in Hebrew.

15. EXAMINATION BY FOREIGN BODIES.

The Department again undertook the supervision of the Matriculation Examination of London University, which was held in Jerusalem in January and June. One candidate was successful on each occasion. The Intermediate Science Examination of London University was also held in June under the supervision of the Department, when the only candidate who entered passed.

16. EDUCATION COMMITTEES.

Local Education Committees continue to function in several provincial centres under the presidency of the District Governor or his representative. The District Inspector of Education is an ex-officio member; the others are nominated. In most centres their functions are consultative only; but in certain towns, as for example in Jaffa, they maintain schools with revenues derived from local endowments or dedicated property, and have shown considerable zeal and ability in the discharge of their duties.

17. EDUCATIONAL CONFERENCES.

Conferences are held from time to time at the Department, attended by all District Inspectors, at which various questions affecting the policy of the Department are discussed. District Inspectors are thus given an opportunity of airing their own views, and of hearing those of their colleagues, to their mutual advantage.

District conferences are also held as occasion offers in the Headquarters of each District Inspector. At these meetings lectures are delivered to teachers on matters affecting buildings, health, syllabus, and the like, as well as on general educational policy, and an opportunity is given for question and answer. These conferences are appreciated by the teaching staff, and have proved valuable in stimulating interest and in inspiring a healthy spirit of rivalry between villages.

18. EDUCATIONAL MISSIONS.

The Government has now two groups of students following educational courses outside Palestine, four men at Beirut and four women in Cairo. All are receiving their education at public expense with a view to their returning to the Department as teachers in Government schools. The annual cost to Government per student is approximately £E.100 at Beirut and £E.50 at Cairo.

The four students sent to the American University at Beirut in 1923 have completed satisfactorily their first year of study. Two of them are now in the Junior Class, and one in the Sophomore Class of the School of Arts and Science, while the fourth, who was at first somewhat backward in English, has been admitted to the Freshman Class after spending a year in the Preparatory Department. Cordial relations exist between the Department and the University of Beirut. Frequent intercourse is maintained by correspondence and the exchange of personal visits, and it is largely owing to the courteous sympathy and cooperation of the University authorities that the scheme has so far met with success.

In this connection it is interesting to record the formation this year of the "Society for the Promotion of Higher Studies among Moslems". The first act of this Society, which is conducted entirely by and for Moslems in Palestine, has been to send three Moslem students to Beirut University, the Society paying the fees in whole or in part, on condition that the students after completing their course shall repay the funds thus advanced. There are no other conditions except those of satisfactory work and conduct, and on their return to Palestine the students are free to follow the career of their choice.

Owing to the courtesy of the Egyptian Government, two more girls students have been admitted to the Bulaq Training College for Women in Cairo, bringing the total of Palestinian students in that institution to four. The two students sent in 1922 were Christians, as at that time it was difficult to persuade Moslem parents of the advantages to be derived by their

daughters/

daughters from education abroad. This year, however, the efforts of the Department in this direction were more successful, and the new students selected for Bulaq in 1924 are both Moslems.

19. KADOORIE BEQUEST.

been
A definite decision has at length reached with regard to the method of utilizing the Kadoorie Bequest, now estimated approximately at £E.120,000. According to this decision, the bequest is to be divided into two equal portions, one to be spent on a secondary school for Jewish children, the other on an agricultural school for Arabs. In both it is intended to instil as far as possible the spirit of the English public school, while at the same time local and national aspirations will be allowed freely to develop. In the one Hebrew, in the other Arabic, will be the main medium of instruction. Not more than a minor part of the total sum in each case will be expended on building and equipment, the remainder being set aside to provide an endowment fund.

Local consultative committees are being formed to advise the High Commissioner as to the best method of putting the two projects into force. Of one of these the Director of Education, of the other the Director of Agriculture, is the Chairman, while the Department of Education is also represented on both.

20. GAMES AND ATHLETICS.

Football is played in all town schools for boys and in many of the village schools. Lawn tennis is played at the Men's Training College, and net-ball at the Women's College and in some of the girls' schools. The net-ball challenge shield presented by Lady Samuel was won for the second year in succession by the Women's Training College.

The Government school sports meeting was held in June, for the fourth year in succession, at which representatives from all town schools took part. In addition to the challenge shield for the inter-District relay race, which was won this year by Galilee District, there are now four challenge cups, two of them presented in 1924 by the Chief Secretary and by Sa'id Effendi Abu-Khadra of Jaffa, respectively.

Physical training continues to form part of the regular time-table in all Government schools.

21. SCOUTING.

Boy Scouts.

The Baden Powell Boy Scouts Association, to which most of the Arabic-speaking troops belong, has now 64 troops, with a total of 1343 scouts, all Moslem or Christian. The number is more than double that of last year. The first rally of the Association was held in March and proved successful. A training camp for Scouters was held in September on the Mount of Olives, attended by twenty Scoutmasters, all of them teachers in Government schools, under the personal supervision of the Director of Education, who combines the offices of Camp Chief and Commissioner of the Association. The course, which lasted for twelve days, followed the lines laid down at Gilwell Park. A small contingent of Scouts under the leadership of Mr. J. G. Bontagy, of Haifa, visited England during the summer and attended the Imperial Jamboree at Wembley. Sharif Effendi Nashashibi, Assistant Commissioner and Deputy Camp Chief, again visited Gilwell Park near London and received further instruction in Scouting. He has since been appointed Akela Leader. The Association has suffered a severe loss in the departure from Palestine of Mr. A. S. Picton, of St. George's School, Assistant Commissioner and Deputy Camp Chief, whose services to the movement in this country are greatly appreciated.

The latest edition of the Rules has been translated into Arabic, and copies are now available for distribution.

The Hebrew Boy Scouts Association organized a training camp for Jewish Scouters near the Convent of the Cross, Jerusalem, in September. The Director of Education was invited to attend the course in his capacity of Camp Chief of the other Association, and rendered advice and assistance. Ten Troops have now been formed, with a total of 265 scouts.

Girl Guides.

The Girl Guide movement is progressing well. There are now one Ranger company, three companies of guides, and two Brownie packs in Jerusalem, and companies have also been formed in Bethlehem, Jaffa, and Haifa.

Five Guiders and one guide represented Palestine at the World Camp held at Foxlease in the summer.

22. HEALTH AND HYGIENE.

The Department of Health has continued to render great assistance in the medical inspection of school-children, and in taking preventive and curative measures generally with regard to disease in schools. In most village schools teachers have been trained, under the supervision of the Medical Officer of Health, to carry out, with beneficial results, treatment of children suffering from trachoma. The closest co-operation exists between the Departments of Health and Education, and there can be no doubt that conditions are steadily improving. During "Health Week", which was organized for the first time in Palestine this year, over 200,000 pamphlets in Arabic or Hebrew, dealing with the various subjects covered by the Week, were distributed to all schools in the country. The pamphlets, generously printed free of cost to the public by the Hadassah Organization, formed the basis of simple talks by teachers in the schools, and were afterwards handed to the children, who took them home to their parents. It is hoped in this way to convey to the majority of people in the country, both children and adults, the fundamental importance of cleanliness and domestic hygiene. Prizes have been offered in each District for the best essays by school children on the subject of "Health Week". An exhibition held in Jerusalem and organized by the "Health Week" committee was visited by 30,000 people, of whom about 5,000 were school children.

23. ARBOR DAY.

The ceremony of Arbor Day was held in February for the third time in succession in all Government schools. The Department of Agriculture again supplied trees free of cost, and 18348 trees were planted in school gardens, against 10340 last year. The scheme has the double advantage of helping to afforest the country and of encouraging the rising generation in arboriculture. A similar day is also held in Jewish schools throughout the country.

APPENDIX A.

Conditions Governing Grants-in-aid to
Non-Government Schools.

1. The school shall be open for inspection at all times, and in all its departments, to the Director of Education or his duly accredited representative.
2. All the records of the school shall be open to the inspection of the Director of Education or his duly accredited representative.
3. The school shall forward such periodical reports regarding attendance and progress of pupils and such other information as may from time to time be required by the Department of Education.
4. The Director of Education or his representative shall have the right to criticize the work of the school and to make whatever recommendations he thinks advisable. The executive power, however, regarding any changes in the curriculum or internal administration of the school shall remain in the hands of the authorities of the school concerned.
5. The school shall satisfy the Departments of Education and Public Health as regards light and ventilation of classrooms, cleanliness of Buildings, sanitary and drinking water facilities, medical inspection and treatment of pupils, and other such requirements.
6. The hours of instruction in the school shall be not less than four hours nor more than seven hours a day. The school shall be open for instruction not less than 150 nor more than 240 teaching days during the year; the summer vacation may, however, be used for special educational activities approved by the Department of Education.
7. The annual grant shall be paid twice during the year in half-yearly instalments, and in advance.
8. The Director of Education may reduce or suspend the assessed grant for serious defects in the school work, organization, or hygienic conditions, or on account of irregularity in the keeping of the registers, or of ~~incorrect~~ representation as to attendance, fees, ~~salaries~~, etc.

9. In the event of any recognised organization or Missionary body in receipt of a grant desiring to open a new school or to undertake an extension to an existing school, the Department of Education must be notified at least one month in advance. Similar notice must also be given of the proposed closing or reducing of a school, or of any department thereof, or of any other changes, affecting radically the educational budget of the organization or body in question.

I hereby certify that I am willing to accept the above-mentioned conditions on behalf of the school (s) specified in the attached schedule, for the year 192 - 192 .

Signed _____

Designation of Head _____
of School or
Controlling Authority _____

Place _____

Date _____

C O N T E N T S.

TABLE I.	DISTRIBUTION OF PERSONNEL OF THE DEPARTMENT OF EDUCATION.
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TABLE VII.	DEVELOPMENT OF GOVERNMENT SCHOOLS DURING THE LAST FIVE YEARS.
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TABLE IX.	APPROXIMATE ANNUAL COST OF EDUCATION PER PUPIL IN PALESTINE AND NEIGHBOURING COUNTRIES.
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N.B. The figures for non-Government schools are based on information supplied by the school authorities.
The tables cover only schools in which children aged 5 to 18 are educated.

TABLE I.

DISTRIBUTION OF PERSONNEL OF THE DEPARTMENT OF EDUCATION.

	<u>BRITISH</u>	<u>P A L E S T I N I A N</u>				<u>TOTAL</u>
		<u>Moslem</u>	<u>Christian</u>	<u>Jewish</u>	<u>Total</u>	
Administration	3	1	7	2	10	13
Inspectorate	4	9	6	1	16	16
Teaching Staff	3	493(a)	174	-	667	670
Total	6	503	187	3	693	699

(a) exclusive of 15 teachers paid by local communities.

TABLE II.

GOVERNMENT SCHOOLS: DISTRIBUTION BY DISTRICTS.

				P U P I L S					
				B O Y S		G I R L S			
DISTRICT	TYPE	SCHOOLS	TEACHERS	Elementary	Secondary	(All Elementary)		Both Sexes	
Jerusalem	Town	9	64	1017	21	549		1587	
	Village	30 } 39	44 } 108	1434	- } 2472	171 } 720		1605	3192
Jaffa	Town	7	53	769	36	516		1321	
	Village	36 } 43	38 } 91	1236	- } 2041	1 } 517		1237	2558
Galilee	Town	11	78	1058	54	748		1860	
	Village	75 } 86	102 } 180	3008	- } 4120	230 } 978		3238	5098
Samaria	Town	11	71	1119	26	676		1821	
	Village	80 } 91	99 } 170	3355	- } 4500	187 } 863		3542	5363
Southern	Town	8	59	939	17	439		1395	
	Village	45 } 53	48 } 107	1338	- } 2294	80 } 519		1418	2813
Total	Town	46	325	4902	154	2928		7984	
	Village	266 } 312	331 } 656(a)	10371 } 15273	- } 15427	669 } 3597		11040	19024
HEADQUARTERS' INSTITUTIONS:									
Men's Training College & Central		1	8		82	-			82
Secondary Boarding School									
Women's Training College		1	6		-	58			58
Total		2	14		82	58			140
GRAND TOTAL		314(b)	670(a)		15509	3655			19164

(a) Exclusive of 15 teachers paid by local communities.

(b) In addition to the above the following schools are controlled by Government Departments other than Education: (1) Reformatory for boys (51 pupils), (2) School of Telegraphy (6 pupils).

TABLE III.

NON-GOVERNMENT SCHOOLS: DISTRIBUTION OF SCHOOLS BY COMMUNITIES.

A. Elementary and Secondary.

CATEGORY	COMMUNITY	SCHOOLS	TEACHERS(a)	P U P I L S								
				B O Y S			G I R L S			B O T H S E X E S		
				Elem.	Sec.	Total	Elem.	Sec.	Total	Elem.	Sec.	Total.
Elementary (b)	Moslem	41(c)	94	2023	"	2023	386	"	386	2409	"	2409
	Jewish	177(d)	710	9970	"	9970	8746	"	8746	18716	"	18716
	Christian	145(e)	569	5218	"	5218	5620	"	5620	10838	"	10838
Elementary-Secundary	Moslem	2	26	356	101	457	"	"	"	356	101	457
	Jewish	3	54	236	313	549	206	254	460	442	567	1009
	Christian	25(f)	217	1396	800	2196	857	277	1134	2253	1077	3330
Secondary	Moslem	2(g)	6	"	121	121	"	"	"	"	121	121
	Jewish	"	"	"	"	"	"	"	"	"	"	"
	Christian	4(h)	40	"	343	343	"	"	"	"	343	343
Total	All communities	399	1716	19199	1678	20877	15815	531	16346	35014	2209	37223

(a) Part-time teachers are included in these figures, but each is reckoned, according to the number of lessons given, as a suitable fraction of a full-time teacher.

(b) Including kindergarten classes.

(c) Including 1 partly technical, 1 with a theological bias, and 23 semi-theological.

(d) " 34 semi-theological.

(e) " 7 with technical sections.

(f) " 1 with a training class and 1 with a theological bias.

(g) With a theological bias.

(h) Including 2 with a theological bias.

TABLE III. (continued).

NON-GOVERNMENT SCHOOLS: DISTRIBUTION OF SCHOOLS BY COMMUNITIES.B. Special and Technical.

<u>CATEGORY</u>	<u>COMMUNITY</u>	<u>SCHOOLS</u>	<u>TEACHERS(a)</u>	<u>P U P I L S</u>		
				<u>Boys</u>	<u>Girls</u>	<u>Both Sexes.</u>
Training Colleges	Moslem	-	-	-	-	-
	Jewish	4	26	179	152	331
	Christian	-	-	-	-	-
Technical and Commercial.	Moslem	-	-	-	-	-
	Jewish	14	64	461	544	1005
	Christian	2	3	-	62	62
Agricultural	Moslem (b)	1	1	-	-	-
	Jewish	1	10	140	-	140
	Christian	2	11	68	-	64
Theological	Moslem	1	4	57	-	57
	Jewish	-	-	-	-	-
	Christian	1	3	28	-	28
Total	All Communities	26	122	929	758	1687

(a) See remark (a) in Table III. A.

(b) Attended only by pupils of the local Government schools.

TABLE III. (continued).

NON-GOVERNMENT SCHOOLS: DISTRIBUTION OF SCHOOLS BY COMMUNITIES.

C. All Schools.

<u>CATEGORY</u>	<u>COMMUNITY</u>	<u>SCHOOLS</u>	<u>TEACHERS(a)</u>	<u>B O Y S</u>				<u>G I R L S</u>				<u>T O T A L</u>
				<u>Moslem</u>	<u>Jewish</u>	<u>Xian</u>	<u>Total</u>	<u>Moslem</u>	<u>Jewish</u>	<u>Xian</u>	<u>Total</u>	<u>Both Sexes.</u>
Schools of all Categories	Moslem	47	131	2652	-	6	2658	386	-	-	386	3044
	Jewish	199	864	57	11225	17	11299	19	9873	10	9902	21201
	Christian	179	843	671	88	7090	7849	856	249	5711	6816	14665
<u>GRAND TOTAL</u>	<u>All communities</u>	<u>425</u>	<u>1838</u>	<u>3380</u>	<u>11313</u>	<u>7113</u>	<u>21806</u>	<u>1261</u>	<u>10122</u>	<u>5721</u>	<u>17104</u>	<u>38910</u>

(a) See remark (a) in Table III. A.

Table IV.
TABLE IV.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: DISTRIBUTION OF SCHOOLS BY CATEGORIES.

A. Elementary and Secondary.

CATEGORY	GROUP	SCHOOLS	TEACHERS(a)	P U P I L S								
				B O Y S			G I R L S			BOTH SEXES		
				Elem.	Sec.	Total	Elem.	Sec.	Total	Elem.	Sec.	Total
Elementary(b)	Govt.	304	563(c)	13323	-	13323	3597	-	3597	16920	-	16920
	Non-Govt.	363	1373	17211	-	17211	14752	-	14752	31963	-	31963
	Total	667	1936	30534	-	30534	18349	-	18349	48883	-	48883
Elementary- Secondary	Govt.	8	93	1950	154	2104	-	-	-	1950	154	2104
	Non-Govt.	30	297	1988	1214	3202	1063	531	1594	3050	1745	4796
	Total	38	390	3938	1368	5306	1063	531	1594	5001	1899	6900
Secondary	Govt.	-	-	-	-	-	-	-	-	-	-	-
	Non-Govt.	6	46	-	464	464	-	-	-	-	464	464
	Total	6	46	-	464	464	-	-	-	-	464	464
Totals	Govt.	312	656(c)	15273	154	15427	3597	-	3597	18870	154	19024
	Non-Govt.	399	1716	19199	1678	20877	15815	531	16346	35014	2209	37223
	Total	711	2372	34472	1832	36304	19412	531	19943	53884	2363	56247

(a) See remark (a) in Table III. A.

(b) Including kindergarten classes.

(c) Exclusive of 15 teachers paid by local communities.

TABLE IV. (continued)

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: DISTRIBUTION OF SCHOOLS BY CATEGORIES.B. Special and Technical.

<u>GATEGORY</u>	<u>GROUP</u>	<u>SCHOOLS</u>	<u>TEACHERS(a)</u>	<u>P U P I L S</u>		
				<u>Boys</u>	<u>Girls</u>	<u>Both Sexes.</u>
Training Colleges	Govt.	2	14	82	58	140
	Non-Govt.	4	26	179	152	331
	Total	6	40	261	210	471
Technical and Commercial	Govt.	-	-	-	-	-
	Non-Govt.	16	67	461	606	1067
	Total	16	67	461	606	1067
Agricultural	Govt.	-	-	-	-	-
	Non-Govt.	4	22	204	-	204
	Total	4	22	204	-	204
Theological	Govt.	-	-	-	-	-
	Non-Govt.	2	7	85	-	85
	Total	2	7	85	-	85
Totals		28	136	1011	816	1827

(a) See remark (a) in Table III. A.

TABLE IV. (continued)

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: DISTRIBUTION OF SCHOOLS BY CATEGORIES.

C. All Schools.

<u>CATEGORY</u>	<u>GROUP</u>	<u>SCHOOLS</u>	<u>TEACHERS(a)</u>	<u>P U P I L S</u>		
				<u>Boys</u>	<u>Girls</u>	<u>Both Sexes</u>
Schools of all Categories	Govt.	314	670(b)	15509	3655	19164
	Non-Govt.	425	1838	21806	17104	38910
GRAND TOTAL		739	2508	37315	20759	58074

(a) See remark (a) in Table III. A.

(b) Exclusive of 15 teachers paid by local communities.

TABLE V.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: DISTRIBUTION OF PUPILS BY COMMUNITIES.

<u>COMMUNITY</u>	<u>B O Y S</u>			<u>G I R L S</u>			<u>B O T H S E X E S</u>		
	<u>Govt.</u>	<u>Non-Govt.</u>	<u>Total</u>	<u>Govt.</u>	<u>Non-Govt.</u>	<u>Total</u>	<u>Govt.</u>	<u>Non-Govt.</u>	<u>Total.</u>
Moslem	14099	3380	17479	2895	1261	4156	16994	4641	21645
Jewish	14	11313	11327	5	10122	10127	19	21435	21454
Christian	1396	7113	8509	755	5721	6276	2151	12834	14985
Totals	15509	21806	37315	3655	17104	20559	19164	38910	58074

TABLE VI.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: APPROXIMATE PERCENTAGE OF CHILDREN OF EACH COMMUNITY ATTENDING SCHOOLS IN PALESTINE (a).

<u>Ages</u>	<u>M O S L E M</u>			<u>J E W I S H</u>			<u>C H R I S T I A N</u>			<u>A L L C O M M U N I T I E S</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Both Sexes</u>	<u>Boys</u>	<u>Girls</u>	<u>Both Sexes</u>	<u>Boys</u>	<u>Girls</u>	<u>Both Sexes</u>	<u>Boys</u>	<u>Girls</u>	<u>Both Sexes</u>
5-14	21%	6%	14%	82%	91%	85%	76%	75%	76%	34%	24%	29%
15-18	15%	2%	8%	65%	44%	53%	88%	39%	62%	28%	11%	19%
5-18	20%	5%	13%	79%	78%	78%	79%	65%	73%	33%	20%	27%

(a) Calculated on figures shown in the Census tables of 1922 (taking into account the natural increase of population and immigration), and on the assumption that the proportion of children of school age to the total population and of boys to girls is the same amongst Moslems, Christians and Jews.

Owing to technical difficulties in computing them, figures for the ages ⁵⁻¹⁴ and 15-18 ca nnot be regarded as very reliable.

TABLE VII.

DEVELOPMENT OF GOVERNMENT SCHOOLS DURING THE LAST FIVE YEARS.

<u>P U P I L S</u>						
<u>SCHOOL YEAR</u>	<u>SCHOOLS</u>	<u>TEACHERS</u>	<u>Boys</u>	<u>Girls</u>	<u>Both Sexes</u>	<u>Pupils per teacher</u>
1920 - 1921	171(a)	408	8419	2243	10662	26.13
1921 - 1922	244(b)	525	13656	2786	16442	31.31
1922 - 1923	311(c)	639	16606	3033	19639	30.73
1923 - 1924	314(d)	672	16046	3285	19331	28.76
1924 - 1925	314(d)	685	15509	3655	19164	27.98

(a)	Including	2	Training	Colleges	and	3	Schools	with	secondary	sections
(b)		2				4				
(c)		2				6				
(d)		2				8				

TABLE VIII.COST PER PUPIL IN GOVERNMENT SCHOOLS.

School Session 1923-1924.

	<u>TOWN SCHOOLS</u>	<u>VILLAGE SCHOOLS</u>	<u>TRAINING COLLEGES</u>	<u>ALL SCHOOLS.</u>
Number of pupils registered	7918	11277	136	19331
Expenditure	£E. 57307	£E. 38036	£E. 8866	£E. 104209
Expenditure per pupil	7.238	3.373	65.191	5.390
Analysis of Expenditure per pupil				
Salaries of Teachers	£E. 5.361	£E. 2.783	£E. 27.363	
Administration (salaries)	0.668	0.347	2.434	
Other Expenditure	1.209	0.243	35.394	

N.B. The above figures are obtained by computing the expenditure actually incurred during the school-session 1923-1924, both by the Department of Education and - as far as can be ascertained - by other Departments, on Government Education, and by apportioning it approximately among the various groups and items.

TABLE IX.

APPROXIMATE ANNUAL COST OF EDUCATION PER PUPIL
IN PALESTINE AND NEIGHBOURING COUNTRIES.

<u>A. Lower Elementary</u>		<u>£E.</u>
Palestine		3.4
Egypt		4.2
Sudan		3.6
<u>B. Higher Elementary</u>		
Palestine		
(i) Government schools (a)		7.2
(ii) Non-Government schools (b).....		8.2
¹ Iraq (b)		6.-
Egypt		19.-
Sudan		18.6
<u>C. Secondary</u>		
Palestine (non-Government schools).....		22.-
¹ Iraq		20.6
Syria		
American University, Beirut, Preparatory Department.....		15.

-
- (a) including eight secondary sections.
(b) including some lower elementary schools.

N.B. Government schools only are referred to
except where otherwise stated. Boarding
schools are not included in the above table.